

CHAPTER I

INTRODUCTION

This chapter presents review of related literature, which covers the background of study, research problem, research purpose, Scope and limitation, significant of study, and definition of key terms.

1.1. Research Background

Writing a thesis is necessary for every college students as a requirement to finish their study (Director General of research and higher education No. 152/E/T/2012). Further, the readability of a research must be written in a form of the thesis. This justification is considered as an essential for students to succeed in university or even their career (Tuan, 2010). Writing a thesis is different from writing a task from a lecturer in a particular course when it was in the earlier semester. A task from a teacher might be done in a group and a thesis should be done individually. Therefore, to write a good thesis, researchers' ability in writing composition is needed. Since a thesis becomes an essential part of requirement to graduate, students will probably push their motivation to write their thesis.

Students may face some internal and external factors that will influence how long the students can finish their thesis. The internal factor includes students' motivation and students' capability, while external factor includes environment, faculty system, and also advisor (Asmawan, 2016). Motivation is a power inside a person that encourage to do a certain action for an achievement (Asmawan, 2016). The student's motivation is that they can graduate as soon as possible. On the other hands, students' scientific and practical capability is very important factor in

writing thesis, because lacking of that capability will make the writing of thesis difficult (Mizany, Khabiri, & Sajadi, 2012). Student's environment, whether the positive or negative environment, also give an influence for their thesis. The other factor comes from student's advisor.

Every student may have different types of anxiety because they have different psychological backgrounds. On the research of Horwitz, & Cope, (1986), it is stated that there are three components on language anxiety, those are communication anxiety, test anxiety, and fear of negative evaluation. Based on several multidimensional measures of anxiety, it was stated that anxiety is grouped including Somatic, Cognitive, and behavioral (Cheng, 2004).

Regarding that case, in the research conducted by Rezaei & Jafari (2014), most of the Iranian students experienced a high level of writing anxiety with cognitive types of anxiety and caused by the fear of teacher's negative feedback in context of writing essay class. In the context of Emirati students with low anxiety, the strategy used to alleviate their anxiety include promoting self-confidence, enhancing background knowledge, creating positive attitude, peer correction and relaxation exercise (Hasan & Qashoa, 2014). Those anxiety described above were in the context of writing essay class.

Likewise, the weakness of writing skill experienced by Iranian EFL students has been recognized as follows; lack of motivation to write, inability to write well, and the difficulty of writing task its self, hence, little effort has been done to take steps further to investigate the possibility source of SLWA (Second Language Writing Anxiety) in EFL context (Rezaei & Jafari, 2014). Iranian EFL students' failure in the effectiveness of writing can be related with some factors including

writing instruction of L2, lack of motivation, writing feedback, lack of vocabulary bank on target language and language ability, disturbance of L1 to L2 and psychology variable such as writing anxiety (Jebreil, Azizifar, & Gowhary, 2015). On the research of (Sulastri, 2017), the students of English Department University of Muhammadiyah Malang who seat in the third semester experienced a high anxiety with the cognitive type of anxiety in writing class. Therefore, the students will feel high-anxiety when their writing will be corrected and analyzed by the teacher because they lack of vocabulary bank, disturbance of L1 to L2, and the psychology. It is because they are worried if their writing is wrong when they give to the teacher to be corrected. It is different when they write in a form of free writing. They will feel free when they write something because it will not be corrected by the teacher. Therefore, they are not worried when they write something freely.

Writing skill has been the primary concern to be researched among practitioners of language, Jones (2008). Researchers, students, and practitioners experience that anxiety has been a primary obstacle in second language learning (Rezaei & Jafari, 2014). However, the previous researches mostly concerned on the writing essay class. Therefore, to fill the gap, this current study will investigate the types, causes of writing anxiety and also the alleviating strategy used to reduce anxiety among students of UMM semester 8th taking English Department writing the thesis.

1.2. Research Problems

- 1.2.1. What are the types of writing anxiety experienced by ELED students in writing their thesis?
- 1.2.2. What are the causes of ELED students' writing anxiety in writing the thesis?
- 1.2.3. What are the alleviating strategies done by students to reduce the anxiety?

1.3. Research Objectives

Based on the research problem above, the researcher state the purposes of this research as follows;

- 1.3.1. To identify the types of writing anxiety experienced by ELED students writing their thesis.
- 1.3.2. To investigate the causes of ELED students' writing anxiety in writing thesis.
- 1.3.3. To know the strategies to cope anxiety in writing thesis.

1.4. Scope and Limitation

In this current study, the focus is on the students' anxiety in writing thesis. However, this research is limited to students majoring in English Language Education Department year 2014 at University of Muhammadiyah Malang who are in eight semester in writing their thesis.

1.5. Research Significance

The researcher expects that this research findings will be useful either practically or theoretically which can be used for teachers, students, and other researchers. Theoretically, this research can be as a reference for other researchers

who want to have deeply investigation about writing anxiety. The students will know their anxiety in writing and also the teachers will know their students' anxiety in writing. Practically, the students will have alleviating to cope their anxiety in writing and the teachers will help the students to cope their anxiety in writing.

1.6. Definition of Key Terms

- a. Anxiety is a general human experience that assists as a signal in response to stressful situation to active stress hormones through the hypothalamic-pituitary-adrenal axis and prepare for the fight versus-flight response that make a person feels of wanting to do something that may happen or may have happened (Raymond W. Lam et al., 2005).
- b. Writing anxiety is an incapability to write which is triggered by fearful over the end of the result and difficult to focus on writing process itself, Thompson (1980) (Yastıbaş & Yastıbaş, 2015).
- c. Writing Anxiety is related to the individual's conscious avoidance from the situations, course, and professions which require writing and also related to the student's fear of negative evaluation from their writing.